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ABSTRACT

This guide was prepared during a 3-day institute to assist those involved in the initiation and continuance of joint in-service training between state Vocational Rehabilitation agencies and Disability Determination Units. The guide is organized around the major considerations in any training program, including: (1) content, which identifies the major areas of concern to which joint vocational rehabilitation-disability determination (VR-DD) training would apply, (2) planning, which identifies who should be trained, who should do the training, and when it should be done, (3) methods, which suggest ways to accomplish training objectives, and (4) evaluation, which gives guidelines for establishing evaluation procedures for joint VR-DD training programs. Several sample training materials are appended. (SB)

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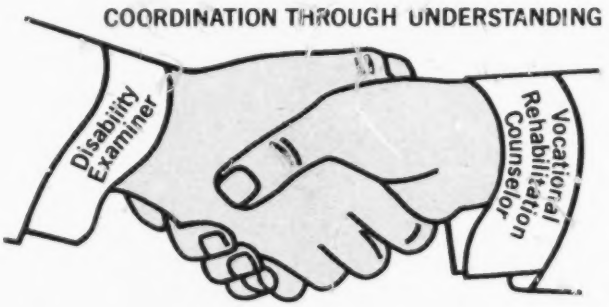
A GUIDE TO JOINT VOCATIONAL REHABILITATION AND DISABILITY DETERMINATION UNIT IN-SERVICE TRAINING

SEVENTH INSTITUTE ON REHABILITATION SERVICES



U.S. DEPARTMENT OF
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Social and Rehabilitation Service
Rehabilitation Services Administration

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
SOCIAL AND REHABILITATION SERVICE
WASHINGTON, D. C. 20201

INFORMATION MEMORANDUM
RSA-IM-71-30
February 8, 1971

TO: **STATE REHABILITATION AGENCIES (GENERAL)**
STATE REHABILITATION AGENCIES (BLIND)

SUBJECT: **A Guide to Joint Vocational Rehabilitation and Disability Determination In-Service Training--Developed by the Seventh Institute on Rehabilitation Services**

CONTENT: In response to a need expressed by the Council of State Administrators of Vocational Rehabilitation, Committee on Social Security Relationships, the Seventh Institute prepared the following Guide to assist each State agency in developing a plan and to conduct joint DD-VR training on a continuing basis. This Guide may also be of value in carrying out separate training for the respective staffs, but every effort should be made to promote joint in-service training where ever possible.

OTHER INFORMATION: This Guide is for your examination. Copies are also provided for your staff training officer and Beneficiary Rehabilitation Program Coordinator. The document should also be brought to the attention of others on your staff involved in training of these groups. The Social Security Administration will make a separate distribution of this Guide to State disability determination units. Respective regional staffs will be available to assist the VR and DD training team components in the use of the Guide and the conduct of training.

INQUIRIES TO: A limited additional supply of this Guide is available. Requests should be addressed to:

Renabilitation Services Administration
Disability Insurance Branch
330 C Street, S. W.
Washington, D. C. 20201

Edward Newman
Commissioner
Rehabilitation Services
Administration

RSA/DSPA

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A GUIDE TO JOINT VOCATIONAL REHABILITATION AND DISABILITY DETERMINATION IN-SERVICE TRAINING

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SEVENTH INSTITUTE ON REHABILITATION SERVICES

May 19-21, 1969

Lincoln, Nebraska

U.S. Department of Health, Education, and Welfare
Social and Rehabilitation Service
Rehabilitation Services Administration
Washington, D.C. 20201

The materials in this publication do not necessarily represent the official views of the Rehabilitation Services Administration, the Social Security Administration, nor of State vocational rehabilitation agencies. They do, however, reflect serious efforts by able persons to improve the joint activities in State agencies concerning vocational rehabilitation and disability determination programs through expansion of joint training.

FOREWORD

During the past decade, we have witnessed a rapid growth of the State-Federal Vocational Rehabilitation and Social Security Disability Insurance programs. The importance of the related activities of these programs has grown correspondingly, particularly with the use of certain social security trust funds for the rehabilitation of selected disabled beneficiaries. The addition of operating staff to both programs, as well as increased related activities, have emphasized the need for joint training of these staffs to accomplish mutual program objectives.

In reply to a questionnaire (Appendix B, sent by the Study Group, the State agencies acknowledged a need for more joint training of Vocational Rehabilitation and Disability Determination Unit staffs. This Guide will enable those responsible for training in VR and DDU to team-up and, with the aid of their respective Federal Regional Officies, develop a plan and carry out joint VR-DD training on a continuing basis. The experiences gained from this enterprise will permit the trainers to augment these guides and adapt them to their particular training needs.

Edward Newman

Edward Newman
Commissioner
Rehabilitation Services Administration

PREFACE

This is a Study that was conducted by Study Group I of the Institute on Rehabilitation Services. The topic deals with "Improvement of the Program for the Rehabilitation of Social Security Disability Insurance Applicants and Beneficiaries."

The Study Group was asked to:

> Develop guidelines for Maximum and Most Effective Services Through Improved Coordination of Vocational Rehabilitation and Disability Determination Units.

The charge given to the Study Group was stated as follows:

> Explore the Current Practice of Joint In-Service Training Activities of Vocational Rehabilitation and Disability Determination Units Staff in Relation to the Rehabilitation of Social Security Disability Insurance Referrals with the View of Instituting and/or Expanding such Cooperative Training Programs.

The prime Study Group held three 3-day meetings prior to the Institute. They applied themselves to the task with professional dedication, and spent a great deal of their time between meetings in gathering material and preparing reports.

Since this is only a beginning in the study of Joint In-Service Training Activities of Vocational Rehabilitation and Disability Determination staff, further refinements will be needed as experience dictates.

It would have been impossible to have completed this assignment and had material ready for the full committee at the Seventh Annual Institute without the contributions from the following which are gratefully acknowledged: Mrs. Margaret Clark and Joseph Abrams of the Rehabilitation Service Administration in Washington, D.C., and Mrs. Edith Waskey of the Social Security Administration in Baltimore, Maryland.

The SRS Regional Offices were represented by Frederic Clanagan, Boston, Massachusetts; and Gary Koch, Charlottesville, Virginia. The State Agencies were represented by Joseph Cook, Providence, Rhode Island; Edward Justis, Richmond, Virginia; Glen Swisher, Jefferson City, Missouri; and Phillip Young, Springfield, Illinois.

We were fortunate to have the guidance of Seth Henderson from RSA; and Harry Lucas, California Division of Vocational Rehabilitation, the Institute Chairman.

Sincere thanks go to Dr. Leonard Wendland, University of Pittsburgh, who was always available and extremely knowledgeable. The editorial assistance of Mrs. Anne H. Lundin was also greatly appreciated.

Georgia Rogers
Chairman
Committee on Vocational Rehabilitation
and Social Security

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CHAPTER I

INTRODUCTION

It is believed that joint in-service training for Vocational Rehabilitation (VR) and Disability Determination Unit (DDU) personnel is valuable, necessary, and useful. Joint training would assist DDU and VR staffs to gain a greater understanding of related program policies, procedures and objectives to the end that the members of each staff could perform more effectively in achieving mutual goals. It would not only help, for example, DDU staff to make better VR referrals and VR counselors to more effectively serve social security disability insurance (DI) applicants, but promote a greater spirit of cooperation among the respective staffs through sharing problems and concerns on related activities. The end result of this joint in-service training would be more coordinated services rendered to handicapped individuals. Full development of new and existing joint training programs must be accomplished in order to fully establish effective cooperative operations between DDU and VR staffs.

A cooperative working relationship between these two programs has been in existence and of growing importance since Social Security and Vocational Rehabilitation began working together in 1954. At that time, a Social Security law provided for the referral of Disability Insurance applicants to VR general and blind agencies for provision of rehabilitation services. This facilitated the exchange of information between DDU and VR. See Appendix A for a copy of Director's Letter No. 116, which sets forth the role of VR agencies in the administration of the social security disability provisions; and Director's Letter No. 116, Supplement 1, which transmits the joint policy of SSA and RSA (formerly the Office of Vocational Rehabilitation) to achieve mutual rehabilitation and social security disability program objectives.

In the 1965 Amendments to the Social Security Act, Congress included a significant extension of its previous commitments to the rehabilitation of social security disability beneficiaries, by providing social security trust funds to finance the rehabilitation of selected social security disability beneficiaries. This added impetus to the cooperative relationship between the two programs, and provided an additional challenge for a positive approach to rehabilitating more social security beneficiaries.

Despite these cooperative concerns, only sporadic attempts have been made heretofore by VR and DDU in developing joint, cooperative training programs. Appendix B contains the findings of a questionnaire sent by the Prime Study Group to those States which indicated the existence of joint in-service training. The findings reveal a lack of and need for more joint training activities between VR and DDU.

Joint in-service training is defined as an organized training program, occurring once, occasionally, or regularly, which is the product of joint objectives. Joint training involves in-depth formal training designed to cover areas of mutual concern to both the Disability Determination (DD) and VR programs. It is recognized that this training could be conducted in a variety of ways, either given to DDU staff alone, VR staff alone, or, ideally, both staffs together. The ingredient common to these approaches is that training will cover joint program relations and activities.

Agencies for the Blind are an integral part of this joint training program and should be included in the initial planning and implementation of the training program regardless of the department the agency may be under in the State.

This training guide is designed for use by those involved in the initiation and continuance of a program of joint in-service training between VR and DDU. The guide is organized around the major considerations inherent in any training program: content, planning, methods, and evaluation. "Content" identifies the major areas of mutual concern to which joint VR-DD training would apply. "Planning" identifies who should be trained, who should do the training, and when it should be done. "Methods" involves the "how" part of training and suggests possible ways to accomplish training objectives. "Evaluation" gives guidelines for the establishment of responsive evaluation procedures for joint VR-DD training programs.

In planning joint VR-DD training, specific attention should be given to areas of common concern. DDU and VR have well organized and separate orientations and formalized in-service training programs that may have little or no concern for the other program. These involve in-depth training in specific program operations which would be of little value to the other program. However, the emphasis of this guide is to identify areas of common concern for VR and DDU and suggests methods by which coordinated training programs can be achieved.

CHAPTER II

CONTENT OF JOINT IN-SERVICE TRAINING

I. Basic Information

The following basic information should be specified for each area of joint training of VR and DDU participants.

A. Title or theme of the training course;

B. Objectives of the training course--what is expected to be accomplished;

C. Duration of the subject training--the contemplated number of training sessions;

D. The place where training will be conducted, and proposed date(s);

E. Target group the course is designed to reach, and expected number of participants;

F. Individual in charge and instructors;

G. Planning which is expected to be accomplished prior to the conduct of training (see Chapter I for definition of joint in-service training);

H. Other items related to specific subject training.

II. Content Areas

The tangible units of the training which are necessary to the administration of the program should be clearly outlined. After this is accomplished, consideration should be given to other desirable areas of training; these, however, may differ with the various classifications and levels of participants. Although all of the specific areas of training enumerated in

this section are considered as necessary joint training subjects for both VR and DDU participation, priorities will need to be established, perhaps based on emphases or need at a given time. After common objectives of the two programs have been developed, the joint training program might commence with an interagency orientation for all new staff members of both programs. It is essential for the staff of both programs to be informed concerning the purposes and functions of the other agency.

The following specific areas of training are considered necessary to achieve the integration of the purposes, philosophy and joint interest of the VR-DD programs:

A. Inter-agency Orientation

B. Basic Orientation on VR Process

C. Screening and Referral

D. Disability Evaluation

E. Continuing Disability

F. Beneficiary Rehabilitation Program

G. Changes in Laws, Regulations, Policies and Procedures

H. Others Areas

A description of these specific content areas follow with a listing of source references from which material on the particular content area may be obtained:

A. Inter-Agency Orientation

Orientation in all facets of the total VR-DD program should be provided both VR and DD staffs, with special and detailed training provided in the subject areas designated separately in this chapter.

Source Material

Refer to the source material under particular subject areas in this chapter. In addition, material which would be particularly suitable for overall inter-agency orientation are: Joint Statement of Policy - Social Security Administration and Office of Vocational Rehabilitation for Achieving Rehabilitation Objectives of the Administration of the Social

Security Disability Insurance Program (DISM Appendix G); Chapter 100 of the VR Counselors Handbook for SSA Applicants; and, Introduction to the Vocation Rehabilitation Process by John F. McGowan.

B. Basic Orientation on VR Process

In order to reach the objective of fully cooperative joint training for both DDU and VR personnel, it is essential that DDU staff receive specific training on the VR process. This training should focus on: (1) services available under the VR program; (2) basic principles for determining eligibility; (3) certain basic legal and traditional responsibilities of VR; (4) methods and techniques utilized by VR counselors in providing services; and (5) other areas deemed appropriate to a joint training effort.

Some basic content areas which can be included in training of this nature are: (1) diagnostic procedures used for determination of eligibility; (2) development of a rehabilitation plan; (3) provision of VR services; (4) job placement, closure and follow-up; and (5) basic administrative and operational procedures relating to areas of joint VR-DD interest.

Source Material

Suggested reference materials are Introduction to the Vocational Rehabilitation Process by John F. McGowan (U.S. Department of Health, Education, and Welfare, 1967), and related RSA coded issuances and training materials. Contact with the State VR Training Officer should be made to obtain additional materials.

C. Screening Criteria and Referral Procedures

Joint training should focus on national guidelines for screening and referral of disability applicants to VR by DDU as adopted and implemented by each State agency. The training should include information on the screening of cases in DDUs for referring applicants to the VR agency. The feedback of reasons for non-acceptance of DDU referred cases by VR counselors constitues an important source of training for disability examiners and VR counselors.

Source Material

The source documents for training sessions may include: (a) documented screening and referral criteria, taking into account the guides recommended by the Task Force on referrals, as described in RSA Commissioner's Letter No. 70-20, and any subsequent issuances; (b) revised Form SSA-1407 transmittal for DDU on referrals to the VR program, and (c) feedback from VR to DDU regarding acceptance of the case (Form SSA-1407 revised); DISM section on requirement of evidence submitted for referrals; VR Counselors Handbook, Chapter on referrals.

D. Disability Evaluation

Joint training in areas of initial disability evaluation for DI benefits may include the following major components:

1. Medical aspects of disability (by major body systems);

2. Psychological and social evaluation;

3. Vocational evaluation (including use of outside evaluation sources for both DDU and VR purposes);

4. Use of DOT and related material;

5. Improving disability determination interviewing techniques;

6. Effective use of medical consultants;

7. Steps in making the disability determination;

8. Outline of any particular disability determination techniques used by the agency, such as simultaneous development of the claim by the Social Security District Office and by DDU.

The training should be structured to include not only areas essential to making disability determinations, but to show how the evidence obtained for this purpose can be further utilized for VR purposes.

Source Material

DISM: VR Counselors Handbook for SSA Disability Applicants; SSA Discussion Leaders Handbooks on various subjects of disability evaluation.

E. Continuing Disability

Joint training in this area should include detailed technical training in all facets of continuing disability. Included in this training should be the factors underlying the determination as to whether the individual's entitlement to disability benefits will continue, or must be terminated, either because of medical recovery, or because of return to productive activity. Training should emphasize the effect of the possibility of cessation of social security benefits on a VR client in an active case plan, and the VR counselor's need to plan realistically with his client for this eventuality. The interrelated aspects of this training should include:

1. importance of timely notification to SSA (SSA-853) on closures by VR;

2. close VR-DDU coordination;

3. continuing disability investigations;

4. trial work period;

5. medical recovery;

6. ability to perform substantial gainful activity;

7. effect on VR client of termination of disability benefits;

8. future entitlement to benefits without a waiting period.

Source Material

DISM sections on continuing disability, trial work period, substantial gainful activity (SGA), termination of benefits; RSA coded issuances, e.g., Administrative Service Series No. 70-21 or any subsequent issuances; VR Counselors Handbook for SSA Disability Applicants; SSA Discussion Leaders Handbook on continuing disability.

F. Beneficiary Rehabilitation Program

Although rehabilitation of Social Security disability beneficiaries at trust fund expense is the responsibility of the VR agency, there is a joint and related interest of the disability determination unit in that many referrals for this program are made by DDU. Beneficiary Rehabilitation Program coordinators

are expected to work closely with DDUs in training disability examiners in the type of cases that may qualify for VR services. The more that disability examiners and VR counselors become involved in the specific aspects of this program, the greater will be the program results.

Source Material

Section 222 (d) of the Social Security Act; Vocational Rehabilitation Regulations 401.110-401.118, revised January 30, 1969; all RSA coded issuances related to the Beneficiary Rehabilitation Program; and, Chapter 700 and related exhibits in the VR Counselors Handbook for SSA Applicants.

G. Changes in Laws, Regulations, Policies and Procedures

Changes in either program may require joint DD-VR training of an in-depth or orientation nature depending on job-relatedness. The audience will ordinarily be the same one which received initial training on the subject.

Source Material

Legislative amendments, reports, summaries, announcements, etc; policy or procedural materials reflecting changes in the particular subject area.

H. Other Areas

Other content areas which may be included in joint VR-DD training are: confidentiality of case records; general medical background; activities related to State agency physicians; State agency fee schedules; refusal of VR services; joint use of evaluation facilities; coordination on special projects or research activities in the State. No priorities are suggested for the inclusion of these topics in a training program. Each training plan needs to reflect the unique needs of the State.

Source Material

Source material will depend on the particular topic selected. Refer to the source material noted under the other subjects covered in this chapter.

CHAPTER III

PLANNING JOINT TRAINING

I. Who Participates in Planning

Planning for Joint VR-DD training requires the coordinated efforts of the VR Supervisor and Training Officer, DDU Supervisor and Training Officer, Beneficiary Rehabilitation Program Coordinator, Vocational Specialist, and a representative from the Agency for the Blind. One way to assist those responsible for this planning is to construct a chart which makes it possible to visualize who is to be trained and, briefly, what areas are to be covered. An example of a chart which may be prepared by a joint training team of a State agency appears in Appendix C.

II. Determining Areas Requiring Joint Training

The first determination in planning should be to identify the areas where joint concerns of DDU and VR staffs exist. The areas listed in Chapter II on "Content" represent the minimum content areas to cover in a joint VR-DD training program. These suggestions may be adjusted to individual program situations since each program has different goals and methods for accomplishing its responsibilities. However,it must be emphasized that the proposals herein relate to joint training of the respective staffs.

III. Determining Priorities and Objectives for Training

Since most of the joint training will involve the participation of the same groups from the DD and the VR programs, it is important to establish priorities to assure that the most needed training is given first, while those areas where some training has already been provided could appropriately be conducted later. The planning should also assure that definite objectives are established for each area of training to assist the instructor in assessing the effectiveness of the training, and to evaluate the entire training program. Planning should provide for a brief annual review in all areas of joint training.

Joint training on changes in either program's laws, regulations, policies or procedures must be decided upon the basis of VR-DD job-relatedness, and will often need to be worked into the training plan on short notice. A means of disseminating the information on changes must be provided before implementation and sometimes before conduct of the training; however, this may be only in the form of an alert or notification that a change has been made.

The details of the subject should be worked out in a training plan and provided to the same audience who received the initial training on that subject.

IV. Scheduling Training Meetings

Although the actual scheduling of training meetings needs to be developed as part of the over-all "Training Design and Methods," discussed in Chapter IV, there are certain general factors which should be considered under advance planning.

The length of training sessions requiring joint participation of VR and DDU staffs will depend somewhat on where these meetings are held. Normally, it can be assumed this training would be conducted in the State office or other facilities accessible to both staffs. If the VR staff which is situated in the same city where the DDU is located attends, training sessions can be scheduled for part of the day at frequent intervals, daily or weekly, depending on the subject matter and other factors. Where the training involves VR staff from outlying District Offices, it would be prudent to utilize an entire block of time, perhaps one or two days, while individuals are in the State office.

When exchange visits are arranged with SSA District Offices, or between DDU staff and VR District Offices, travel arrangements should be considered in the planning.

V. Training Instructors

The training should be planned so that competent instructors in the particular subject area are provided; e.g., training in disability evaluation should be performed by a disability determination supervisor, or a senior disability examiner with considerable knowledge and experience in the disability program.

In those areas of training where each program has a program interest and responsibility in the subject, it would be more effective to have an instructor who understands the policy and procedural implications of the subject as related to both programs.

VI. Physical Arrangements

Room arrangements for training should assure privacy, should include a screen for using visual aids, a blackboard, a public address system where needed, and appropriate seating arrangements. Training aids should be provided to those conducting the training by both the VR and DD programs, and may include appropriate material listed in Appendix D.

CHAPTER IV

TRAINING DESIGN AND METHODS

After planning for joint VR-DD training (discussed in Chapter III) consideration can be given to training design and the employment of training methods. This chapter discusses a procedure and summarizes resources for developing the design and methods by which the training will be conducted.

I. The Training Team

The first question that arises as the two programs move toward joint DD-VR staff training is, "Who is going to develop and present the training courses?" Since this is joint training, it will require the cooperative efforts of the training personnel of both programs. Although dividing responsibilities between the trainers of the two programs is quite possible and certain aspects of the training concern either DDU or VR, it is recommended that the trainers form themselves into a closely coordinated training team.

Like all cooperative efforts, joint design and conduct of training is a time-consuming process. However, only through the joint involvement of the training team can a balanced approach be reached in meeting the training needs of both DDU and VR staff. Many of the pitfalls of poor communication can be overcome since the trainers will learn to understand and speak each other's program language. Equally important is the fact that the coordinated training team will be seen by the trainees as a model of the program coordination that joint DD-VR training is designed to foster.

II. Steps in Designing Training

In order to design a specific training program that will further the goals of joint DD-VR staff cooperation and effectiveness, trainers should follow a step-by-step procedure. Although the exact definition of the steps may vary somewhat, all should follow a logical progression that serves to insure that all pertinent considerations are included.

In this training guide, five steps will be used to organize the designing process and to present resource materials for training.

In following this procedure the trainers will:

-Analyze the need for training and select the subject areas in which to begin training;

-Establish the learning objectives;

-Ascertain the circumstances within which the training must be planned to determine the existing limitations;

-Develop a training design on the basis of the objectives selected and within the known limitations;

-Establish ways of evaluating the accomplishments of the training and determining what remains to be done.

A. Step I - Analysis of Need

The first step toward implementing a joint DD-VR training program is the decision on where to begin. In order to make this decision wisely, the training team will need clues as to present program concerns.

It is important to note that even a well-defined overall training program does not contain all the clues needed to decide in which program area to begin. It is to answer this question that information is sought from or about the potential trainees. Generally speaking, two types of information are helpful: that which has to do with job performance and that which is felt by the trainees to be a need. Any form of performance appraisal or interviews of the trainees' supervisors will provide data that can be used to determine areas that would be desirable for training. It is important that the training team does not rely on this as their sole source of data for it will not reveal the more subtle areas for needed training.

Clues on areas for training can be picked up only from the trainee. Here the trainers may listen to the office grapevine, talk informally with groups of trainees or conduct a formal interview or survey. All of these are useful devices and serve to balance each other. Too much reliance, however, on informal sources of data will create a disproportionate emphasis since it may reflect the views of a vocal minority.

In joint DD-VR training, it is particularly important that the training needs of the staff of both programs are fully considered.

It is suggested that this be accomplished in two steps:

1. Each trainer should talk with the staff of his own program, thus getting an insider's view of training needs,

2. The trainers should then sample the opinions of staff in the other program, thus gaining helpful objectivity.

After the training team has collected the basic information, they are ready to analyze it and select priorities of training. This is the first step in training program design. It also sets in motion a circular process that includes planning, training, and evaluation, followed by more planning.

Once an ongoing joint training program for VR-DDU staff has become well established, the trainers will have much of the information they require for selection of new areas for training. However, with the continued turnover of staff, the passage of new laws and regulations, and resulting policy changes, the trainers will need to continuously reassess training priorities.

B. Step II - Learning Objectives

When the trainers have dtermined the areas in which training is to be provided, the next step is to establish the learning objectives.

1. What should the trainees know or understand better?

2. What should they be able to do or do better than before?

3. What staff feelings and attitudes are considered healthy and desirable to develop or change in order to carry out related program activities? Are there any staff biases or prejudices which interfere with the DD-VR process?

Questions like these make it possible for training to be designed so that it focuses on the desired learning.

a. Training Focus

Three possible foci of training may be distinguished in establishing the learning objectives.

(1) Information. Here the training is concerned with acquiring knowledge or developing understanding. It is primarily an intellectual process.

(2) Job Skills. Here the training is focused on task performance, as measured either by observable behavior or by the finished product, e.g., the reports exchanged between the two agencies.

(3) Attitudes. Here the training is directed toward producing or eliciting a feeling or attitude deemed appropriate by the sponsoring agencies, e.g., developing a positive attitude toward the referral and rehabilitation of DI applicants.

It should be noted that training may focus on one or more of these areas. Consideration of these areas will make it easier to select appropriate training methods, and facilitate reaching the desired training goal.

b. Level of Training

In addition to selecting the proper focus for a given training program, it is important to note whether the training is to be directed toward orientation or to learning specific details.

(1) Orientation. Training at this level serves to establish overall program objectives. It may also set the stage for cooperation and other positive attitudes. It may not affect job performance directly.

(2) Specifics. Training at this level will deal in greater detail with the subject being studied. It may be focused on any of the three learning areas mentioned under "Training Focus," above.

A consideration of training level is particularly important in deciding how to handle joint DD-VR training. Much of it can be expected to be on the orientation level. Training in specifics will require much more care to avoid alienating one or the other group of trainees. It may be appropriate to provide both orientation and specifics at a given training session.

C. Step III - Limitations

Unchangeable realities of budget, space, time, trainee availability, and teacher competence may affect the training design at any stage of its development. The limitations imposed by such factors need to be considered as they arise. For example, limits may be set by budget restrictions. Contact with State and Federal agencies may offer supplementary resources.

A search for additional resources might not turn up new money, but could uncover additional training materials.

In establishing the learning objectives for a program, the training team should avoid selecting one that implies full coverage of a lengthy topic when limited time is available. Other limitations may become apparent later in the design process.

In addition to considering limitations as they arise, it is important to establish a review point midway in the design process. A consideration of limits too early can constrict the designing process to the point where flexibility and opportunity for innovation is lost. At the end of this review the training team should keep a list of possible limitations for reference as they continue to design the course.

D. Step IV - Developing the Training Design

After the training need has been analyzed, learning objectives established and limitations considered, the actual design can be developed for meeting the training goal. The following material and Appendix E is intended to assist the training team in selecting the methods most appropriate for conducting the training.

1. Selection of Methods

Training methods are neither good nor bad in-and-of themselves. They are only successful or unsuccessful in assisting the desired learning to take place. Attention should be given not only to the flow of learning but also to the choice of the training method that will move the learning in the desired direction. In order to develop a smoothly flowing design, it is helpful to write the learning objective for the course on a blackboard or large sheet of paper so it can be seen by the members of the training team and consulted frequently as the planning proceeds.

It is the training objective that determines the choice of training method. Examples: 1) if the objective is that the trainees master complicated written instructions for use on the job, a lecture might be used to introduce the material and draw attention to its structure, difficulties, etc.; 2) a demonstration might show how the instructions are used in a given situation; 3) a practice session might be arranged to give each trainee an opportunity to try using the instructions; and, 4) a small group discussion might provide an

opportunity for trainees to compare their experiences and point out pitfalls. A less demanding objective, of course, could be accomplished with the use of fewer methods but attention should always be given to the smooth flow of the design.

The critical question for the training team in designing a training course is, "what will help the trainees learn?" In selecting teaching methods, attention should be focused on learning. Undoubtedly the choice of teaching methods will be influenced by the trainer's confidence in handling a particular procedure and existing physical limitations, such as space. The emphasis, however, must remain on the learning objective--new information, improved skills or more appropriate attitudes.

2. Method of Instruction

To assist the trainers in selecting methods that are most appropriate to the learning focus, the table on the following page has been prepared for easy reference. Appendix E explains these methods in greater detail and contains a bibliography for further reference.

E. Step V - Establishing Evaluation Procedures

This final step in the design process is critical to the ongoing success of the training program and will be treated separately in Chapter V. The training team needs to be aware, however, that evaluation is an integral part of good training design and should be planned before the training is attempted.

METHOD OF INSTRUCTION*

		TRAINING FOCUS		
METHOD	CHIEF CHARACTERISTIC	INFORMATION	JOB SKILLS	ATTITUDE
Lecture	Information-giving	For organized presentation	For detailed description	Minimal change except for inspiration provided by lecturer
Panel Discussion	Interchange of experts	Broad coverage, loose structure	Alternative approaches	Broad exposure
Question and Answer	Questions from trainees	Excellent for detailed material	Anticipate difficulties	Can bring attitude into open
Small Group Discussion (5 to 20)	Informal interaction	For clarification rather than giving information	Problem solving	Exposure of attitude
Large Group Discussion (large numbers or total group)	Relatively informal exchange	Not usually effective	Not usually effective	Can bring attitude into open
Demonstration	Showing steps in a process	Specific	Demonstration of specific skills	Implied change
Practice	Direct participation in training activity operation	Not usually	Change in performance	Attitude change as possible by-product
Site Visit	Seeing operation	Direct knowledge	May suggest skills to be tried	May invoke change
Case Study	Examination of raw material	Summary of situation	Insight into useful skills	May invoke change
Simulation	Problem solving	Not usually appropriate	Creative learning	Implied change
Role Play	Acting out situation	Not usually appropriate	Through sponteanous action	Direct experience
Projects	Job activity	Specific to job	Direct experience	Indirect change

*See Appendix E for a detailed explanation of methods and their application to joint DD-VR staff training.

CHAPTER V

EVALUATION

I. Purpose of Evaluation of Training Program

The overall objectives of joint DD-VR training are to promote cooperation on independent activities of DDU and VR staff in meeting mutual program goals and to increase effectiveness of individual staff members in carrying out related programs. Evaluation is the process of trying to determine whether, or to what extent, the joint training activities have led to achieving these objectives.

Both administrators and trainers are concerned with evaluation. The administrator is primarily concerned with the quality of service provided to the SSDI applicant and with training as it contributes to quality service. Trainers are primarily concerned with the effectiveness of the training program itself.

In many States, this evaluation is largely achieved as a regular part of establishing internal quality control procedures. Since experience indicates that adequate evaluation and review of a training program is an essential element of quality administration, State Directors should be advised to include such procedures where they do not exist.

II. Long-Term Evaluation

One of the evaluation areas the training team is concerned with is the long-range effectiveness of the training program. Such evaluation is concerned with staff development, the progress of the DD-VR program, and the evaluation of the joint training program. Data collected by quality control procedures will provide the necessary background for program evaluation. Data collected by the training team as part of this long-range evaluation can be used by the administrator as part of his quality assessment. The training team should therefore be encouraged to develop precise evaluation skills.

III. Use of Feedback in Evaluation Process

Another area the trainers are concerned with in evaluation is feedback on the effectiveness of any single training program and its various components. Some examples of forms used in collecting this information are given in Appendix F.

This kind of ongoing research is valuable for keeping the training closely related to the actual learning needs of the trainees.

IV. Evaluation Pitfalls

It is difficult to evaluate training that relates directly to a regularly performed staff activity. The joint training under discussion here is imbedded in ongoing DD-VR related activities and it is difficult to determine whether the training was responsible for the change in job performance or whether such changes could be attributed to other factors. The difficulty is compounded by the brief training period compared to the many related experiences of a regular 40 hour week. Despite this problem, efforts should be made to devise methods of assessing the effectiveness of training.

V. Steps in Evaluation Process

A. Step I - Establish Objectives

Evaluation begins during the planning process when the objectives of the training are established. The process of evaluation is greatly facilitated by establishing objectives in terms of specific measurable results.

B. Step II - Measure Training Effectiveness

Once the objectives are clearly delineated, it is possible to devise a way or ways of measuring the degree to which the objectives are reached. For example, in a training course on referral to VR, one objective might be to learn the steps in preparing material for referral. A written test could measure this learning. The trainers need to decide whether they would ask trainees to state the necessary procedures or check answers on an objective test. Trainers would decide what score would be regarded as indicating successful learning.

If it is also important that the trainees learn what information must be provided in correctly filling out a form, such as Form SSA-853*, the objective should then be written in terms of job performance. Evaluation data could then be secured by having trainees fill out a sample form using documents in the case file. Here again, a decision must be made as to the correctness of the response. This could be a simple numerical counting of correct or incorrect answers.

When the sponsoring agencies wish to determine the value of the training itself in order to develop an effective over-all training program, it is valuable to ascertain the trainees' pre-training performance in the selected training area.

---

*The Vocational Rehabilitation Report to SSA.

The qualitative or quantitative difference between prior and post-course training knowledge would then give an indication of the effectiveness of the training.

C. Step III - Improve Evaluation Methods

The use of most evaluation procedures will at best give a rough measurement of the total training effort. If the objectives have been sharply focused and the measuring devices have been carefully constructed, an effective means of evaluation can be achieved. In an ongoing extensive training program, the trainers should determine the affects on program effectiveness of such factors as timing, trainee grouping, duration of training, and the relationships among courses dealing with different content. They may also wish to measure the effectiveness of certain methodologies, content, and training design employed.

It is quite possible for the VR-DD training team to refine evaluation tools so that results are increasingly accurate. The improvement of evaluation tools is closely related to increased skill in training design and is an important procedure for all DDU and VR trainers.

APPENDIX A

Part I--Director's Letter No. 116

Part II--Director's Letter No. 116, Supplement No. 1

APPENDIX A, Part I

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Vocational Rehabilitation
Washington 25, D. C.

October 31, 1956

DIRECTOR'S LETTER NUMBER 116

TO: State Boards of Vocational Education; Divisions of Vocational Rehabilitation; Commissions and Other Agencies for the Blind

SUBJECT: Role of Vocational Rehabilitation Agencies in the Administration of the Disability Provisions of the Social Security Act.

Those of you who were present at the special meeting of the Council in Denver, at which we considered the responsibilities of the State vocational rehabilitation agencies in the administration of the disability provisions of the Social Security Act, are fully aware of the many problems and policy considerations involved in this legislation. For those who were not able to be present, we want to recapture something of the significance of the session.

I think we all came away with the conviction that the disability insurance benefits program, next to Public Law 565, will have a greater effect upon vocational rehabilitation than will any other development in the next decade. Therefore, the way in which we discharge our responsibilities in the administration of this program, and the degree to which the State vocational rehabilitation agencies are able to achieve the objective expressed by the Congress - that the maximum number of applicants for benefits be rehabilitated into gainful employment - are all-important in terms of the future of the vocational rehabilitation program, and the belief that will be engendered in the minds of everyone in the validity of rehabilitation as a service.

One means of achieving the objective expressed by the Congress would be to provide that every applicant for disability insurance payments have an assessment not only of his present ability to work, but also of his future work capacity. This would be easier to accomplish if the cost of assessing future work capacity could be borne by the Trust Fund. This proposal was fully discussed in Denver and, at that time, it was indicated by the representatives of the Department that the legality of the proposal was under consideration. It has now been decided that the Social Security Act does not provide a legal basis for the Trust Fund to assume these costs. This does not mean, however, that the desirability of making a determination of the future work capacity and rehabilitation possibilities of an individual

is not as important as ever from the point of view of the individual beneficiary. The Department's policy is to work out procedures in connection with the disability determination process which will facilitate a State's being able to move into the second step as promptly as possible.

There are many resources within both the disability determination process and the vocational rehabilitation process that should be developed in relationship to each other, and which, when this is done, can serve to strengthen and expand vocational rehabilitation services for such beneficiaries. For example, the development of procedures that will insure for rehabilitation purposes the full use of medical information and data secured in personal interviews for disability determination, is one such resource.

The guides and operating principles State vocational rehabilitation agencies should observe in the administration of the social security disability benefits program are the following:

(1) To make vocational rehabilitation services available to as many beneficiaries as possible within existing resources.

(2) To staff as promptly as possible with qualified personnal having an appreciation and understanding of vocational rehabilitation philosophy, procedures and techniques, and, wherever possible, to place experienced rehabilitation personnel in supervisory capacities.

(3) To establish close working relationships between the disability determination function and staff and the rehabilitation function and staff, to the end that greater emphasis is placed upon rehabilitation in the disability benefits program than has been the practice in the past.

(4) To provide the organizational and administrative flexibility that will best serve the interests of both the disability determination and rehabilitation programs.

(5) To devise processes and so indoctrinate staff that information secured in the disability determination process is so developed and organized that it serves the basic purposes of both programs.

(6) To establish procedures that will insure prompt use for rehabilitation purposes of the medical, social, vocational and other data secured in the disability determination process. To make the most effective use of these data for rehabilitation purposes, rehabilitation assessments should be initiated, insofar as possible, simultaneously with the disability determination or practically on the heels of this determination when the disability determination data are current and hence of greatest value.

The Department is now preparing to negotiate with State agencies to revise existing agreements to provide for the disability determinations necessary under the 1956 amendments. We are preparing jointly with Bureau of Old-Age and Survivors Insurance materials describing policies, procedures and use of staff to accomplish our dual objectives. These program policies and operational guides will be made available to you as supplements to this letter and by the Bureau of Old-Age and Survivors Insurance during the contract negotiations. Also, our Regional Representatives and/or representatives from our central office will be present, as necessary, during contract negotiations to help expedite completion of the contracts and to assist in planning for the implementation of the above mentioned guides and operating principles.

I cannot emphasize strongly enough the importance of the next few months in planning to do as effective a job as possible to give reality to our philosophy of a constructive approach to disability. We all know that disability benefit payments, important as they are when disability cuts off income, can never substitute for real wages. They are seldom in an amount which will enable the disabled individual to maintain the standard of living which he and his family enjoyed when he worked. We should, therefore, give him every opportunity for rehabilitation so that he may again attain a position of self-sufficiency, dignity, and independence in our society.

/s/
Mary E. Switzer
Director

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APPENDIX A, Part II

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Vocational Rehabilitation
Washington 25, D. C.

November 6, 1956

DIRECTOR'S LETTER NUMBER 116, Supplement No. 1

TO: State Boards of Vocational Education, Divisions of Vocational Rehabilitation, Commissions and Other Agencies for the Blind

SUBJECT: Policy of the Social Security Administration and the Office of Vocational Rehabilitation for achieving rehabilitation objectives in the administration of the Social Security Disability Insurance Program.

The Office of Vocational Rehabilitation and the Social Security Administration have adopted the policy set forth in the attachment to this letter for achieving the rehabilitation of the maximum number of applicants for social security disability benefits.

/s/
Mary E. Switzer
Director

Attachment

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POLICY OF THE SOCIAL SECURITY ADMINISTRATION AND THE OFFICE OF VOCATIONAL REHABILITATION FOR ACHIEVING REHABILITATION OBJECTIVES IN THE ADMINISTRATION OF THE SOCIAL SECURITY DISABILITY INSURANCE PROGRAM

The Department of Health, Education, and Welfare holds that the programs of this Department, which do so much to relieve human distress and want, have an equal obligation to help individuals become self-reliant and productive. To the extent that present knowledge and resources will permit, it is the Department's view that the relief of suffering and want should be accomplished by positive efforts to rebuild the lives and capabilities of people who have succumbed to personal misfortunes.

This concept has been in the forefront of the Department's thinking in planning for the administration of the disability cash benefits program, as provided for in the 1956 amendments to the Social Security Act. In enacting these amendments, the Congress indicated its clear desire that, along with cash payments for eligible disabled persons, "the maximum number of such individuals may be rehabilitated into productive activity."

We should therefore, administer the Social Security benefits program and encourage administration of the State-Federal vocational rehabilitation program in such a manner that every disabled person applying for benefits is provided:

(1) A prompt determination of disability based on a full and complete evaluation of medical and non-medical facts in his case;

(2) An assessment of his rehabilitation potential;

(3) Rehabilitation services, under our nationwide State-Federal vocational rehabilitation program, to enable him to return to suitable paid employment if it is determined that he has a favorable work potential.

All steps that are necessary should be taken by State agencies for assuring that sufficient information is available for a proper disability determination. The evidence initially presented by the individual, together with the information developed by the Bureau of Old-Age and Survivors Insurance, may be sufficient to establish that the applicant is or is not under a disability. In other cases, the State agency may need to secure additional medical or non-medical evidence from the individual's own physician, specialists, rehabilitation center, or other sources; conduct personal interviews with applicants and others, and where there is a reasonable likelihood that the individual would meet the standard of disability, purchase additional medical and other evidence. The record in each case should adequately reflect information as to education, experience, inherent capacities and other non-medical factors that will also provide the State agencies with basic data for assessing the rehabilitation potential of applicants and for use in the rehabilitation process.

Every effort should be made to implement the policies expressed above. An important part of the task is to assure that the development of information for disability cases serves the disability determination and within the policy set out below, the rehabilitation process. The second important task is to so organize the rehabilitation referral process that it facilitates prompt identification of applicants with favorable rehabilitation possibilities and assures maximum use for rehabilitation purposes of the evidence collected for the disability determination.

It is the policy of the Bureau of Old-Age and Survivors Insurance that the costs incurred by State agencies in developing the evidence required to determine whether an applicant meets the test of disability, as well as continues to meet the conditions of current eligibility, are proper charges against the Social Security Trust Funds. This policy is applicable even though such evidence has further value, and in some instances is of primary importance, for purposes of vocational rehabilitation. The Bureau of Old-Age and Survivors Insurance is without legal authority to assume responsibility for the costs incurred in the development of evidence for purposes above and beyond that required for the disability determination. However, it is believed that in many cases the information secured for the disability determination will be sufficient to assess the rehabilitation potential of applicants.

It is also the policy of the Bureau of Old-Age and Survivors Insurance that the State agency disability determination teams, in making the disability determination will, as a part of the same process, identify and screen out those individuals not likely to benefit from vocational rehabilitation services. Thus, vocational rehabilitation counselors should be able to concentrate on those individuals identified by the disability determination teams as having rehabilitation prospects. For this group, a basic step in the rehabilitation process will have been achieved.

Instructions and recommendations will be issued from time to time to assist the States in the application of these principles. We believe these policies provide a sound basis for bringing together our State and national resources in a unified effort to deal with the problem of disability in a positive, constructive manner and should facilitate the return to our labor force of many experienced skills which the nation needs for the maintenance and growth of our economy.

/s/
Charles I. Schottland
Charles I. Schottland
Commissioner of Social Security

November 6, 1956
(Date)

/s/
Mary E. Switzer
Mary E. Switzer
Director, Office of Vocational Rehabilitation

November 6, 1956
(Date)

APPENDIX B

Inquiry Form Sent to Selected State Agencies on Joint VR-DD Training

APPENDIX B

INSTRUCTIONS FOR COMPLETING INQUIRY FORM

This inquiry form seeks to collect data relative to the joint in-service training program in your State. The major areas of inquiry relate to who planned the training, who conducted the training, etc. Each of these areas (i.e., who planned the training, etc.) is concerned with specific areas of training, such as Screening and Referral, Continuing Disability, etc., which are described below.

EXPLANATION OF TRAINING AREAS

1. Screening and Referral Procedures -

   This will include a discussion of prepared screening criteria; what evidence should be included with a referral; actual mechanics of making the referral; action taken on referrals.

2. Continuing Disability -

   Include a discussion of trial work periods; medical recovery cases; second periods of disability; suspension of benefits; termination of benefits; and discussion of SGA (Substantial Gainful Activity).

3. Orientation to Trust Fund Program -

   Include requirements of law and regulations; verification process and procedures; use of selection criteria with justification; necessary documentation; fiscal and statistical requirements; strong likelihood concept and extended evaluation.

4. Disability Evaluation -

   Include training in medical aspects of disability; psychological

and social evaluation processes; vocational assessments (working evaluations, use of DCI and related materials); improving interviewing techniques; appropriate use of medical consultants.

5. Intra-Agency Orientation -

   Include general DD -VR orientation; joint field trips; observation of VR case work by DDU and vice versa.

6. Changes in the Law, Regulations, and Policies -

   Include discussion of any changes in the Law and Regulations, either RSA or SSA held with DDU-VR staff jointly.

7. Others -

   Include any activity not covered in the preceding breakdown with a brief description of the activity. Please write your description on an additional sheet.

Directions:

On the right side of the Inquiry form, check the appropriate box (or boxes) which will answer the question. To illustrate, the following examples explain how the questions are to be answered. Question: "Who planned the training program?" Example 1: If State VR staff planned the program on "Screening and Referral," check the first box. Example 2: If the State VR staff planned training in all areas, check all boxes. Example 3: If State VR staff planned training in "Screening and Referral," and the first box is checked, but DDU staff planned the training in "Disability Evaluation," check the corresponding box in the second line. Example 4: If both DDU and VR jointly planned the program in "Inter-Agency Orientation," check the appropriate box. The above examples are illustrated on the following pages.

Sample Question

"Who Planned the Planning Program?"

Areas of Training

1. Screening and Referral Criteria
2. Continuing Disability
3. Orientation to Trust Fund
4. Disability Evaluation
5. Intra-Agency Orientation
6. Changes in the Law, Regulations and Policies
7. Other

Example 1:

	1	2	3	4	5	6	7
A. State VR staff members	X						
B. DDU staff members							
C. Both, working together							

Example 2:

A. State VR staff members	X	X	X	X	X	X	X
B. DDU staff members							
C. Both, working together							

Sample Question - (Continued)

"Who Planned the Planning Program?"

Areas of Training

	1 Screening and Referral Criteria	2 Continuing Disability	3 Orientation to Trust Fund	4 Disability Evaluation	5 Intra-Agency Orientation	6 Changes in the Law, Regulations and Policies	7 Others
Example 3:							
A. State VR staff members	X						
B. DDU staff members							
C. Both, working together							
Example 4:							
A. State VR staff members							
B. DDU staff members							
C. Both, working together					X		

Thank you for your careful attention to these details

INQUIRY FORM

Instructions: Where necessary check as many boxes as are applicable

Areas of Training*

	Screening and Referral Criteria	Continuing Disability	Orientation to Trust Fund	Disability Evaluation	Intra-Agency Orientation	Changes in the Law Regulations and Policies	Others
1. Who Planned the Training Program?	1	2	3	4	5	6	7
A. State VR staff members	5	1	14	2	2	3	
B. DDU staff members	3	15	2	13	4	10	
C. Both, working together	16	5	9	6	18	9	1
2. Who Conducted the Training?							
A. State VR	3	1	12	4	3	4	
B. DDU	5	14	1	14	3	7	
C. VR and DDU working together	16	7	11	5	18	10	2
D. RSA staff	1		5		1	4	
E. BDI staff	1	1	6	1	1	1	
F. University				2			
G. Other (specify) _____				2		1	1

*Numbers shown refer to the number of State agency responses given for the particular area of training.

Instructions: (Continued)

	Areas of Training						
	Screening and Referral Criteria	Continuing Disability	Orientation to Trust Fund	Disability Evaluation	Intra-Agency Orientation	Changes in the Law, Regulations and Policies	Others
3. Who was Trained?	1	2	3	4	5	6	7
A. Supervisor - BVR	12	9	18	11	16	17	
B. Supervisor - DDU	15	10	14	10	14	12	
C. Counselor - BVR	17	16	19	13	17	18	
D. Examiner - DDU	19	16	16	16	18	15	
E. Trust Fund Counselor	9	9	13	7	10	11	
F. Vocational Specialist SSA District	3	2	3	3	2	2	
G. Clerical BVR	3	1	3	1	2	1	

Instructions: (Continued)

	Areas of Training						
	Screening and Referral Criteria	Continuing Disability	Orientation to Trust Fund	Disability Evaluation	Intra-Agency Orientation	Changes in the Law, Regulations and Policies	Others
4. How Long was the Training?	1	2	3	4	5	6	7
A. One time only	7	6	7	7	4	12	
B. 2-3 x per year	11	11	12	9	13	8	
C. 4-8 x " "	2	2	3		3		
D. 9-12 x " "	2	1		2			
E. 12-24 x " "							
F. 25-52 x " "				2			

Instructions: (Continued)

5. What Training Materials were used?	Areas of Training: Screening and Referral Criteria	Continuing Disability	Orientation to Trust Fund	Disability Evaluation	Intra-Agency Orientation	Changes in the Law, Regulations and Policies	Others
	1	2	3	4	5	6	7
A. VR Counselor Handbook	7	6	14	9	10	5	2
B. VR Regulations on "Payment of Costs from Trust Funds	6	2	19	4	7	8	1
C. Training Booklet or slides on VR costs from Trust Funds	4	3	15	3	5	4	
D. Federal VR Manuals, Transmittals, and Regulations	12	6	12	3	5	4	
E. RSA Issuances	7	3	18	4	9	10	
F. SSA Issuances	8	11	10	14	8	14	
G. State Casework Manuals	6	1	8	1	9	3	
H. Disability State Manual (DISM)	8	16	7	13	6	10	1

Instructions: (Continued)

Areas of Training

	Screening and Referral Criteria	Continuing Disability	Orientation to Trust Fund	Disability Evaluation	Intra-Agency Orientation	Changes in the Law, Regulations and Policies	Others
I. SS Training Manual	5	6	2	9	2	1	
J. DDI Regulations	7	12	6	10	6	9	
K. Materials prepared by Agency	12	9	13	9	12	9	1
L. No Formalized Materials		1			1	1	

Instructions: (Continued)

Areas of Training

	Screening and Referral Criteria	Continuing Disability	Orientation to Trust Fund	Disability Evaluation	Intra-Agency Orientation	Changes in the Law, Regulations and Policies	Others
6. How was Training Conducted?	1	2	3	4	5	6	7
A. Lecture	17	16	21	15	15	18	
B. Panel Discussion	5	4	6	6	5	5	
C. Question and Answer	18	16	19	14	14	16	
D. Small Group Discussion	14	10	13	13	11	12	
E. Large Group Discussion	6	6	6	6	3	7	
F. Practice	5	8	6	9	5	4	
G. Observation	2	4	3	5	4	2	
H. Slides	3	2	7	8	5	5	2
I. Audio Tapes				2	1		
J. Video Tapes			1	3	1	1	

Instructions: (Continued)

Areas of Training

	Screening and Referral Criteria	Continuing Disability	Orientation to Trust Fund	Disability Evaluation	Intra-Agency Orientation	Changes in the Law, Regulations and Policies	Others
7. How was the Training Evaluated?	1	2	3	4	5	6	7
A. Written Reaction Sheets	2	3	2	6	3	2	1
B. Informal Feedback Group Sessions	12	10	12	10	10	5	
C. Quizzes on Content		1					
D. Written Critique by Participants	1	1	1	1		2	
E. Improved Performance	13	11	12	12	11	10	

8. Did the training event include any activity specifically designed to improve coordination between DDU and VR staff?

19 Yes

1 No

If "yes," please identify briefly the most significant activity. (Please use additional sheets.)

9. Please include suggestions for the format and content of a joint training program. (Please use additional sheets.)

8 states responded

10. Please submit any specifically prepared training materials which are relevant to the above questions. We are interested in materials prepared by your Agency to facilitate joint in-service training not at present available to others.

5 States responded

APPENDIX C

TRAINING CHART

An Example of Joint Team Planning for a State Agency

APPENDIX C

TRAINING CHART

An Example of Joint Team Planning for a State Agency

STAFF TO BE TRAINED	SUBJECT AND TIMING					
	SCREENING AND REFERRAL CRITERIA	CONTINUING DISABILITY	ORIENTATION TO TRUST FUND	DISABILITY EVALUATION	INTRA-AGENCY ORIENTATION	CHANGES IN THE LAW
VR COUNSELORS	Formal training before accepting referrals	Prior to seeing clients	In-depth, covering philosophy and mechanics during first three months of employment	Training on six parts: 1. Medical aspects divided into major body systems. 2. Psychological and Social Evaluation. 3. Vocatioial Assessments. 4. Use of DOT and related material. 5. Improving interviewing techniques. 6. Appropriate use of Medical Consultants. Series of sessions to cover entire area during first year of employment. Arranged so that individual could start at any poing in session.	General Orientation First Week of Training. By observation and other methods during first three months of employment. Annual Review.	As indicated by change.
DD EXAMINERS	Formal training before adjudication of cases	Part of regular training for Disability Examiners	General orientation at end of first month			
VR SUPERVISORS	Formal training soon after receiving appointment	Sometime in first month of employment	In-depth, covering philosophy and mechanics sometime during first three months on-the-job			
DD SUPERVISORS	Formal training soon after receiving appointment	Part of regular training for Disability Supervisors	General orientation at earliest possible time			
VR SECRETARIES	Mechanics of referral process second week of employment	None	In-depth, training in mechanics, fourth week	None	None	As indicated by change
DD SECRETARIES	Mechanics of referral process second week of employment	None	None			

APPENDIX D

Listing of Training Materials Providing Content

APPENDIX D

Listing of Training Materials Providing Content

Some of the commonly used Federal publications providing content which may be of value for joint DD-VR training purposes are:

Vocational Rehabilitation Counselors Handbook for SSA Disability Applicants, available from Rehabilitation Services Administration (RSA) and Social Security Administration (SSA)

An Introduction to the Vocational Rehabilitation Process, Revised July 1967, DHEW, RSA

Discussion Leaders Handbooks (covering various subjects pertaining to the disability insurance program) prepared by the Bureau of Disability Insurance, and available upon request of State DDU's or the Bureau of Disability Insurance's Training Office, SSA

Section 222 (d) of the Social Security Act, which establishes the Beneficiary Rehabilitation Program, and Subpart D, Section 401.110 ff. of VR Regulations

Slides or Booklet -- July 1968 -Training Aids, Payment of Rehabilitation Costs from Social Security Trust Funds, RSA

Social Security Handbook, SSA

Vocational Rehabilitation Manual and other RSA Coded Issuances

Disability Insurance State Manual

APPENDIX E

Methods and Techniques for Joint VR-DD Training

APPENDIX E

Methods and Techniques for Joint VR-DD Training *

A. Lecture: a carefully prepared oral presentation of a given subject by a person or persons qualified to speak on that subject; most frequently used to impart information in a direct and formal manner; particularly useful where careful and perhaps logical organization or detailed descriptions are needed. **

1. Use of Lecture in the Program

The lecture is the most popular insturctional method used by States which replied to the IRS survey on DD-VR training practices. It is likely that the lecture was used in combination with other instructional methods.

2. Lecture Pitfalls

In joint training, where there is always a need to encourage greater communication between the DD and VR staffs, there is a marked disadvantage by a heavy reliance on this least involving of all training methods. Not only is the training almost entirely dependent on the trainee's powers of concentration, but the involvement of trainees with each other tends to be peripheral.

3. Lecture Advantages

Despite the inherent pitfalls just described, the lecture is an important method for training. It is a fine method for imparting certain essential facts concerning program policy or procedures. It can be used effectively, for example, to explain to VR counselors the type of material contained in the disability claims folder which is duplicated and sent to the VR Unit with a referral from the Disability Determination Unit. The different reports usually transmitted can be shown and the sections of the reports in which the VR counselor will have a particular interest can be stressed.

In addition, a lecture can be particularly appropriate when time is limited, when the group is unduly large, or when the facilities are restricted.

4. Lecture Aids

Almost any audio-visual aid can be used in a lecture to help the audience focus their attention on the subject matter. Illustrative materials may be carefully prepared in a way that they can be used repeatedly, such as in slides, film (movies) clips, colorful diagrams, audio tapes of an interview, etc.

*Definitions in this section are adapted from Bergevin and Morris Group Processes for Adult Education and other writings on adult learning.
**See chart on page 17 for the outline to which this material pertains.

5. Methods Combined with Lecture

Methods which can be used in combination with a lecture to increase audience involvement are most frequently of the question and answer, forum, group discussion, or panel variety. Details on these methods are given below. They are usually presented following the lecture.

One of the most effective stimulants to audience involvement, however, is the use of a warm-up device. The audience may be asked to formulate questions which they would like the lecturer to answer. When this is done, it is important to allow time at the end of the lecture to discuss the answers given.

B. Panel Discussion: a discussion before an audience by a group of 4 to 6 persons with special knowledge about a subject. A panel discussion may also consist of a series of short presentations of different aspects of a subject.

A discussion format is often desirable in joint DD-VR training since it can provide a lively interchange between staff of the two programs. Further, it can be conducted in such a way that full benefit can be given to the DD and VR program emphases while illustrating good program communication. In an orientation training program, a panel may be used to stimulate trainee interest in the issues of mutual DD-VR concern.

In setting up a panel, a chairman should be selected, if possible, who thinks quickly and is articulate since his function will be to keep the panel discussion moving. Panel members should also be articulate and responsive, and represent different aspects of the subject or points of view. A brief warm-up before the program begins will stimulate a lively interaction.

Since a panel discussion is essentially dramatic in form, it does not ordinarily require the addition of teaching aids. It can be used effectively in combination with group discussion or a question and answer period.

C. Question & Answer: a forum in which questions from an audience are directed to an expert or panel of experts. It usually follows a formal presentation but may also precede or be used with a presentation.

1. Advantages for Joint DD-VR Training

A question and answer period is most frequently used to clarify specific points made by a speaker. This is particularly valuable in joint DD-VR training for comparing and contrasting specific program requirements. It is also beneficial for bringing into the open the responses and opinions of individual trainees and to reveal the general feeling of the group. Since positive staff attitudes are important for the smooth operation of DD-VR related activities, the question and answer method should be used early in a training program in order to deal with any negative attitudes or unrecognized prejudices which appear.

2. Function of a Moderator

The use of a moderator is highly recommended in conducting a question and answer session, unless the group is small. He can encourage and develop trainee participation often more effectively than the speaker who may be somewhat committed to his prearranged material. The moderator thus makes it easier for the trainee to ask and for the expert to respond. He can also expand a question or control the questioner who goes astray.

3. Use of Written Questions

When the subject is quite complicated or the trainee group is large, it may be helpful to have trainees write questions on cards which are collected prior to the question period. This provides an opportunity for the moderator to consolidate the questions and provide a more balanced coverage.

4. Useful Variations

a. Questions and Answers Preceding a Formal Presentation

A question and answer period preceding a formal presentation can often serve to prepare the trainees to hear the speaker's presentation more clearly. In the hands of a skillful instructor, the material which is covered by answers to trainee questions may require only a summary of major points. However, both trainees and instructors usually prefer an organized presentation of the subject area following the forum. In this way all can be certain that no major issue was omitted.

b. Group Interview

A particularly useful variation of the question and answer technique is the group interview of an expert or group of experts, and is most effective when the subject area is a familiar one.

A more formal interview can be arranged by a committee of trainees to handle a particular assignment, such as the preparation of a group report on new regulations for discussion by the trainee group. The interview may be conducted before an audience as a variant of the panel presentation, or may be part of the preparation for a written report to the trainee group.

D. Small Group Discussion: a group of 5 to 20 persons meeting for interchange of ideas or for solving problems; a trained leader or chairman chosen from the group usually provides direction; frequently follows a formal presentation; may be the sole group activity or lead into a presentation.

1. Use in Joint DD-VR Training

Small group discussion is the method, combined with lecture presentations, which will probably be most frequently used in joint DD-VR training. This method allows for individual participation which is highly desirable for encouraging cooperation among persons of desperate training and experience. Also, this method may be kept effective on a continuing basis by varying the training design, including the format, leadership, agenda and combination with other training methods.

2. Variations in Discussion Methodology

a. Sub-groups or committees of two or more trainees can be used to generate ideas, to develop alternative solutions to a problem, etc. Usually, the smaller the grouping, the more opportunity for participation.

b. Buzz groups are a warm-up device in which the total group is divided into sub-groups of 4 to 6 persons for a short period of discussion. Ordinarily, no report is requested but provisions are made for the momentum of the buzz group to carry over into the total group discussion. This technique is used to generate ideas and raise issues.

c. Brainstorming is a device for stimulating a wide variety of possible solutions to a given problem. The key to effective brainstorming is strict adherance to a procedure which postpones until after the brainstorming session any evaluative responses and actively encourages a stream-of-consciousness flow of ideas. Short (2 or 3 word) ideas are encouraged by the leader. Ideas should be recorded as quickly as possible and without comment. Two persons working at the blackboard will speed up the process.

E. Large Group Discussion: Formal interchange among 20 or more trainees directed by an instructor or outside expert using an agenda and often, parliamentary procedure.

Large group discussion is particularly appropriate when the subject is fairly general, the issues clear, problem and solutions limited, and the need for involvement low. Given these conditions a large group can explore a subject, raise issues and reach a satisfactory decision within a limited time span.

In order to encourage the creativity of the trainees, the discussion leader may wish to include the following leadership approaches:

1) Seek statements of many positions and, if necessary, prompt by restating, questioning or offering new possiblities;

2) Encourage debate by calling for new statements either in agreement or disagreement with a position that has been presented.

F. Demonstration: the performance before the trainee group of a job skill or process by an expert(s) or selected trainee(s).

1. Use in Joint DD-VR Training

Demonstration is customarily used when the objective is to learn either how something works (such as the steps in the DD-VR process) or how something gets done (for example, the proper way to complete Form SSA-853). The demonstration may be conducted by the trainer(s) or by an outside expert.

2. Variations

In the demonstration itself, those who are being trained are passive observers. It is often important that trainees try to reproduce the demonstrated activity in order to develop their skills. This suggests the science laboratory model in which an experiment is first demonstrated and then tried by the learners. This is highly effective for learning skills or procedures. For example, the trainer will complete the Form SSA-853 based on a case example and then a trainee can complete some forms based on other case examples. These forms can then be checked for accuracy.

Still another variation requiring trainee participation is the assignment to a trainee or trainee team as a project learning a particular skill and then demonstrating it to the rest of the trainee group. They may also conduct a laboratory for their fellow trainees.

G. Practice: repetition of a particular skill by one or several trainees with immediate feedback on the level of performance and opportunity for correction.

1. Use in Joint DD-VR Training

As a learning process, practice is used when the training objective focuses on learning a skill. This process is also useful in developing communication skills which can be expected to enhance cooperation between DD and VR staff.

2. Learning through Practice

The sequence followed in learning skills in this process consists of four steps:

a) Isolate and define the desired behavior. For instance, in training for effective listening, the desired behavior might be an ability to repeat in one's own words the ideas expressed by another person to that person's satisfaction. In using skill practice for learning a job sequence or procedure, this step may be in the form of a demonstration.

b) Try out the behavior. The training team would develop a simple exercise that gives trainees an opportunity to listen and respond.

c) Collect evidence on how the trial worked. The exercise include feedback from the speaker. It might also include using a third party whose function is to provide outside feedback.

d) Refine and correct behavior on the basis of feedback received. The exercise would include opportunity for a new trial.

H. Site Visits: Observation by trainees of a particular activity or activities of an agency; includes interchange visits by counterparts in two or more agencies or programs.

1. Emphasis for Joint DD-VR Training

Interchange visits by counterpart DD & VR staff can be extremely productive and are highly recommended. In addition to their value for orientation to the respective programs and responsibilities, interchange visits can be used for continuing self-training or as part of the joint training program.

In planning interchange visits, the training team should be sure to include training for clinical staff in addition to the more commonly used orientation for counterpart professionals.

2. Values

Essentially a site visit provides first-hand experience of the subtletities of program procedures and the interrelationships among the various steps in program operations. An interchange site visit also increases the trainee's appreciation of an attitude toward the counterpart program and the development of team spirit. It is in this light that disability examiners and supervisors are encouraged to visit with the VR counselor in his office and in the field, and vice versa.

There is value too in clerical staff site visits. Through visits to the counterpart agency, clerical staff can learn how what they are

doing is used by the other agency. This increases their appreciation for the value of their work and the need for accuracy.

3. Variations

It is possible to schedule site visits for individual, counterpart pair or group study. Variation may also be provided by the use of other training methods in conjunction with the site visit. For example, in training clerical staff, a program supervisor might be interviewed by the trainees or might give a short lecture on agency functions.

4. Keys to Site Visit Process

The basic structure of the site visit as a learning process includes:

(1) Alerting the Trainee to observation of selected procedures, tasks, etc., which may also include reading assignments and preparation of questions to be asked.

(2) Planning the visit to include necessary time for making notes, getting answers to questions, examining reports, etc.

(3) Providing the trainees with a means of organizing their observations to provide a focus for their learning. If the objective included, for example, developing a keener appreciation of the counterpart agency's mission and function, a small group discussion including solving a stimulated agency problem could provide the appropriate framework for new understanding.

I. Case Study examination and analysis of a particular situation using actual case records or specific facts; focuses on analysis of data and problem-solving.

1. Value for Joint DD-VR Training

The case study method has certain characteristics that make it particularly valuable for joint training. Since it is based on actual work situations, it provides subtleties and interactions that are useful in training for effective staff participation in related program activities.

Some of the particular values are:

(1) Case material, i.e., disability claims folders and vocational rehabilitation case folders, contain a rich source of facts and case examples from which basic issues can be understood and resolved. It enables the trainee to learn what the concerns are in the counterpart agency for processing a DI applicant or vocational rehabilitation client.

(2) Preparations of case materials by trainees provides opportunity for learning to observe real life accurately.

(3) Case study seeks to obtain the general principle from the specific solution.

2. Components

There are three components of case study which contribute to its value for learning.

a. Case Report. This provides a picture of the work situation that will be studied. It may be case records or material developed specifically for training, such as a detailed report of the observation of a work process. This kind of case material is particularly valuable for study of interrelationships between program staff. The report may be written or oral.

b. Case Analysis. This is the process of isolating and linking the facts, identifying the underlying issues and principles, and deducing the implications for action. Individual or group study may be used.

c. Case Discussion. Attention is focused on the case as-a-whole. Through discussion, the trainee group analyzes the case, develops hypotheses, and proposes and tests solutions.

J. Stimulation: exercise in making decisions and solving problems in a work situation modelled on a given job; provides immediate feedback on performance; usually performed by groups of trainees, perhaps in competition with other groups.

1. Application to Joint DD-VR Training

Simulation as a learning method ranges from very simple single exercises created for a trainee to highly complicated management games. For the purposes of joint DD-VR training, the fairly simple group exercise that can be developed by the training team is the approach that will usually be most useful.

2. Development of a Simulation Exercise

When the training team has established a training objective which requires a multiple focus on knowledge, skills and attitudes to be developed, they may wish to consider a simulation exercise to reach their objectives. They will look for a work situation that can be developed as a prototype.

The training format should be developed in such a way that it captures the dynamics of the work situation. The problem, for example,

may be presented initially by a memorandum that would typically be received by the staff. As the simulation exercise moves along, other memoranda, correspondence or "telephone messages" may be fed to the staff. Each such additional piece of material would add to or change the direction of their thinking. Deadlines can be injected to simulate reality. A simulated "day on the job" to be played out in a few hours of training can provide stimulating orientation to new job relationships.

3. Advantages

a. Provides an opportunity to perform actual job requirements in a realistic laboratory situation.

b. Provides realistic feedback on performance in a cooperative or interrelated activity.

c. A simulation is fairly easy for the training team to develop and refine by the addition of new materials, etc. It can be sharply focused on the particular needs of the trainees.

K. Role Play: the enactment of an on-the-job situation followed by analysis.

1. Emphasis in Joint DD-VR Training

Role play recommended for use in joint DD-VR training focuses on joint program activities or the relationships among DD and VR staff. Among the training areas for which role play may be suitable are: joint decision-making, negotiations and coordination, and joint problem solving on such matters, for example, as DD referral to VR and feedback, exchange of information, refusal of VR services, and continuing disability investigation. Of utmost importance in DD-VR joint training, role play can serve as an effective means of providing an understanding of both the problems faced and the feelings experienced by the staff in the counterpart program.

2. Characteristics

Role play may be characterized as:

a. Dramatic playing out of an interaction between two or more persons;

b. Expression of feelings and reactions as if the situation were real;

c. Experimentation with new roles, actions or understandings and consolidation of selected practices through repetition in a variety of settings;

d. Analysis on observations.

3. Types of Role Play

There are two broad types of role play requiring somewhat different approaches and procedures.

a. Preplanned

In this approach, the training team is given or selects a situation which is related to the learning objectives and which can be enacted by one or more trainees. The story-line is developed including a description of the background and setting of the incident and briefings on the roles to be portrayed. The advantage of this approach is that the training team can focus clearly on the learning objective, and salient points for discussion can be identified.

b. Spontaneous

This approach demands flexibility and spontaneity on the part of the training team. To be effective, it must be quickly generated to work with an immediate issue or problem. The advantage of this approach is its capability for working on a central issue at the time it emerges in the training session.

4. Variations

a. Role Reversal

In this method, trainees play each other's role. This provides an opportunity to learn the constraints and procedures under which the counterpart staff member operates.

b. Alter Ego

In this method, a trainee expresses in the first person thoughts which he believes a role player may have but is not expressing. This provides an opportunity to bring into the open points of view that may, if they exist, be interfering with communications between DD and VR staff.

c. Role Rotation

In this method, several trainees try enacting a key role. This provides an opportunity to observe and test the effectiveness of several approaches to a particular problem.

5. Combination with other Methods

Role play requires the use of discussion. Observations are shared, problems are diagnosed, the validity of proposed solutions is ex-

plored, conclusions are drawn and generalizations made all through group discussions.

In addition, role play can be used in the case study method or in simulations to provide an arena in which proposed solutions can be tested. Spontaneous role play can be particularly helpful in dealing realistically with case material.

L. Project. Task carried out by a trainee or trainee groups for the accomplishment of specific training goals.

1. Use in Joint DD-VR Training

a. Value

Projects are particularly useful in providing on-the-job training since they can be designed to fit the needs of a particular DD-VR counterpart staff team. The greatest value of a project is that it is directly related to job requirements.

b. Pitfall

The training team must avoid confusing training responsibility with supervision of the DD-VR staff work and with their supervisor's responsibility for quality performance. A particular portion of the task chosen by the supervisors can be used as the training medium under the direction of the training team. This procedure has the advantage of involving both supervisors and trainers in appropriate roles.

2. Steps in Project Development

The following order of steps should provide a useful learning experience for a particular DD-VR staff team.

a. Identify the job area in which training is to take place.

b. Establish clear learning objectives.

c. Develop a written plan. This is done by the training team and reviewed with the supervisors as well as the trainees.

d. Evaluate the learning experience. The training team should collect judgments from both the trainees and their supervisors.

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APPENDIX F

Examples of Forms Used In Evaluation of Training

APPENDIX F

EXAMPLES OF FORMS USED

IN EVALUATION OF TRAINING

I. Evaluation Questionnaire for Professional Staff

Evaluation - Course Title_____ Date _____

Instructor_____

1. Was the subject matter adquately covered?
   Exceptionally well ( ) Satisfactorily ( ) Definitely Not ( )

2. Did you get ideas you can use or share with others when you work?
   One ( ) Several ( ) None ( ) Many ( )

3. Was group participation good?
   Too Long ( ) Too Short ( ) About Right ( )
   Helpful ( ) Very Valuable ( ) Harmful ( )

4. Has the course improved your on-the-job effectiveness, or do you believe it will?
   Not At All ( ) Very Much ( ) Some ( )

5. Did the course motivate you to do related outside reading?
   During Course ( ) After Course ( ) Much ( ) Some ( ) None ( )
   Book ( )
   Trade or Professional Magazine ( )

   If Other, What?_____

6. Were course materials (Notebooks, Passouts, Etc.) useful?
   Somewhat ( ) No ( ) Very ( )

Evaluation of Training--Continued

7. How would you rate the instructor in these ways?
   Excellent Organization ( ) Good Organization ( )
   Poor Organization ( )
   Dull ( ) Very Interesting ( ) Fairly Interesting ( )
   Use of Language: Good ( ) Excellent ( ) Poor ( )

8. Were our services good in these areas:

   A. Handling of Registration --
      Excellent ( ) Satisfactory ( ) Poor ( )

   B. Information on Parking --
      Excellent ( ) Satisfactory ( ) Poor ( )

   C. Directions for Locating Class --
      Excellent ( ) Satisfactory ( ) Poor ( )

   D. Classroom Facilities --
      Excellent ( ) Satisfactory ( ) Poor ( )

   E. Coordination and Assistance --
      Excellent ( ) Satisfactory ( ) Poor ( )

   F. Any Suggestions? _____

   _____

9. Do you plan to take other courses in this series?
   Yes ( ) Uncertain ( ) No ( )

10. Name any other course in this subject area which you would like to see offered. _____

_____
Signature (optional)

II. EVALUATION QUESTIONNAIRE

EFFECTIVE USE OF SECRETARIAL TIME

1. Did you find that the training session had value for you? Yes___No___
2. Were you satisfied with the performance of the group? Yes___No___
3. Did you have opportunity to take an active part? Yes___No___
4. Do you think it would have been helpful if the less talkative members of the group had expressed their opinions more readily Yes___No___
5. Do you feel that the discussion was dominated by two or three persons? Yes___No___
6. Do you feel that the material was covered in enough detail? Yes___No___
7. Do you feel that too much time was spent on unessential details? Yes___No___
8. Do you feel that the material covered is applicable to you and your assignment? Yes___No___
9. Do you feel that you have a better understanding of the lines of communication? Yes___No___
10. Do you feel that you need more information or knowledge on operating procedures? Yes___No___
11. Do you feel that there is ample resource material available in the district office? Yes___No___
12. Do you feel that you will be able to do a better job of planning and organizing your work? Yes___No___

Evaluation Questionnaire--Continued

13. Do you feel that you know how to better organize your material for dictation? Yes___No___

14. Do you feel that you will be better able to make more effective use of your secretary's time? Yes___No___

15. Do you have any recommendations to offer that you feel would have value for other members of the staff? Yes___No___

16. Do you feel that you are a part of a team? Yes___No___

17. Do you feel that you are the decision-maker on your secretary-counselor team? Yes___No___

18. Do you feel that you have a better understanding of the mechanics of secretarial work? Yes___No___

19. Do you feel that you have a better understanding of why you need to keep your secretary informed? Yes___No___

20. Do you feel that you have a better understanding of the need for teamwork? Yes___No___

APPENDIX G

Roster of IRS Prime Study Group

APPENDIX G

IRS Prime Study Group
on
Use by DDU of Workshop Facilities in Evaluation
and Potential Use by Vocational Rehabilitation

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